Data Transmission System (DTS)

DATE: January 30, 2007 **STATUS:** ORIGINAL SUBMISSION

Part B educational environments data are due February 1, 2007.

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

- 1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
- 2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
- 3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
- 4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
- 5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland ENV06MD.XLS)
- 6. RED cells indicate computational errors. **Please make sure there are NO RED CELLS before saving and submitting data.**
- 7. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

Alexa Posny, Director
Office of Special Education Programs
U.S. Department of Education
Part B Data Reports
Program Support Services Group
Mail Stop 2600
550 12th Street, S.W.
Washington, D.C. 20202
Attn: Cheryl Broady

8. If you received your file by e-mail, please return electronic copies of completed DTS forms to Jessica Lautz at Westat.

jessicalautz@WESTAT.COM Westat 1650 Research Blvd. RA 1295 Rockville, MD 20850-3159

If you have any questions or comments, please contact Jessica Lautz at (301) 610-5597.

TABLE 3 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO.: 1820-0517

PAGE 1 OF 22

FORM EXPIRES: 8/31/2009

2006

STATE: UT - UTAH

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

				AC	GE .	
EDUCATIONAL ENVIRONMENT:	EDUCATIONAL ENVIRONMENT:			4	5	TOTAL
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	373	607	1719	2699
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	59	99	166	324
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	36	57	459	552
(B) CHILDREN NOT ATTENDING REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	1154	1580	417	3151
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	50	63	92	205
		(B3) RESIDENTIAL FACILITY	0	0	18	18
	NOT ATTENDING A SPECIAL EDUCATION	(B4) HOME	8	2	10	20
	PROGRAM:	(B5) SERVICE PROVIDER LOCATION	207	330	91	628
(C) TOTAL (OF ROW A1 -B5)			1887	2738	2972	7597

TABLE 3 (continued) PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO.: 1820-0517 FORM EXPIRES: 8/31/2009

PAGE 2 OF 22

2006

STATE: UT - UTAH

SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5 BY DISABILITY

	(A) CHILDREN ATTENDING A	REGULAR EARLY CHILDHOOD PI	ROGRAM OR KINDERGARTEN
	(A1)	(A2)	(A3)
	IN REGULAR EARLY	IN THE REGULAR EARLY	IN REGULAR EARLY
	CHILDHOOD PROGRAM AT	CHILDHOOD PROGRAM 40%	CHILDHOOD PROGRAM LESS
DISABILITY	LEAST 80% TIME	TO 79% TIME	THAN 40% TIME
MENTAL RETARDATION	9	4	14
HEARING IMPAIRMENTS	13	2	50
SPEECH OR LANGUAGE IMPAIRMENTS	1479	104	123
VISUAL IMPAIRMENTS	13	1	14
EMOTIONAL DISTURBANCE	6	2	4
ORTHOPEDIC IMPAIRMENTS	17	2	2
OTHER HEALTH IMPAIRMENTS	41	4	10
SPECIFIC LEARNING DISABILITIES	25	5	4
DEAF-BLINDNESS	1	0	2
MULTIPLE DISABILITIES	14	7	30
AUTISM	52	17	66
TRAUMATIC BRAIN INJURY	5	0	0
DEVELOPMENTAL DELAY ¹	1024	176	233
TOTAL:	2699	324	552

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

FORM EXPIRES: 8/31/2009

OMB NO.: 1820-0517

PAGE 3 OF 22

STATE: UT - UTAH

SECTION B (CONTINUED)

	1				
		CHILDREN NOT ATTENDING A F ENDING A SPECIAL EDUCATION		PROGRAM OR KINDERGARTEN NOT ATTENDING A SPECIAL E	
DISABILITY	(B1) SEPARATE CLASS	(B2) SEPARATE SCHOOL	(B3) RESIDENTIAL FACILITY	(B4) HOME	(B5) SERVICE PROVIDER LOCATION
MENTAL RETARDATION	16	2	0	0	1
HEARING IMPAIRMENTS	20	21	0	0	2
SPEECH OR LANGUAGE IMPAIRMENTS	1039	43	15	3	570
VISUAL IMPAIRMENTS	7	17	0	0	1
EMOTIONAL DISTURBANCE	1	0	0	1	0
ORTHOPEDIC IMPAIRMENTS	13	0	0	0	1
OTHER HEALTH IMPAIRMENTS	46	1	0	2	3
SPECIFIC LEARNING DISABILITIES	1	1	2	0	0
DEAF-BLINDNESS	2	3	0	0	0
MULTIPLE DISABILITIES	64	28	0	5	3
AUTISM	81	6	0	1	24
TRAUMATIC BRAIN INJURY	2	0	0	0	C
DEVELOPMENTAL DELAY ¹	1859	83	1	8	23
TOTAL:	3151	205	18	20	628

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

FORM EXPIRES: 8/31/2009

PAGE 4 OF 22

OMB NO.: 1820-0517

STATE: UT - UTAH

SECTION B (CONTINUED)

SECTION B (CONTINUED)	T		
	(A) CHILDREN ATTENDING A	REGULAR EARLY CHILDHOOD PI	ROGRAM OR KINDERGARTEN
		(PERCENT) ¹	(40)
DISABILITY	(A1) IN REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME (PERCENT)	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME (PERCENT)	(A3) IN REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME (PERCENT)
MENTAL RETARDATION	0%	1%	3%
HEARING IMPAIRMENTS	0%	1%	9%
SPEECH OR LANGUAGE IMPAIRMENTS	55%	32%	22%
VISUAL IMPAIRMENTS	0%	0%	3%
EMOTIONAL DISTURBANCE	0%	1%	1%
ORTHOPEDIC IMPAIRMENTS	1%	1%	0%
OTHER HEALTH IMPAIRMENTS	2%	1%	2%
SPECIFIC LEARNING DISABILITIES	1%	2%	1%
DEAF-BLINDNESS	0%	0%	0%
MULTIPLE DISABILITIES	1%	2%	5%
AUTISM	2%	5%	12%
TRAUMATIC BRAIN INJURY	0%	0%	0%
DEVELOPMENTAL DELAY ²	38%	54%	42%
TOTAL:	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

FORM EXPIRES: 8/31/2009

PAGE 5 OF 22

OMB NO.: 1820-0517

STATE: UT - UTAH

SECTION B (continued)

	(B)	CHILDREN NOT ATTENDING A R	REGULAR EARLY CHILDHOOD F (PERCENT) ¹	PROGRAM OR KINDERGARTEN	
	ONLY ATTI	ENDING A SPECIAL EDUCATION	PROGRAM	NOT ATTENDING A SI PROGRA	
DISABILITY	(B1) SEPARATE CLASS (PERCENT)	(B2) SEPARATE SCHOOL (PERCENT)	(B3) RESIDENTIAL FACILITY (PERCENT)	(B4) HOME (PERCENT)	(B5) SERVICE PROVIDER LOCATION (PERCENT)
MENTAL RETARDATION	1%	1%	0%	0%	0%
HEARING IMPAIRMENTS	1%	10%	0%	0%	0%
SPEECH OR LANGUAGE IMPAIRMENTS	33%	21%	83%	15%	91%
VISUAL IMPAIRMENTS	0%	8%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	5%	0%
ORTHOPEDIC IMPAIRMENTS	0%	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENTS	1%	0%	0%	10%	0%
SPECIFIC LEARNING DISABILITIES	0%	0%	11%	0%	0%
DEAF-BLINDNESS	0%	1%	0%	0%	0%
MULTIPLE DISABILITIES	2%	14%	0%	25%	0%
AUTISM	3%	3%	0%	5%	4%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	59%	40%	6%	40%	4%
TOTAL:	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued) PAGE 6 OF 22 OMB NO.: 1820-0517

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

STATE: UT - UTAH

FORM EXPIRES: 8/31/2009

SECTION C. RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

					RACE/ET	HNICITY		
EDUCATIONAL ENVIRONMENT:			AMERICAN	ASIAN OR				
LDOCATIONAL LIVINONI	VILIVI.		INDIAN OR	OTHER PACIFIC	BLACK		WHITE	
			ALASKA NATIVE	ISLANDER	(Not Hispanic)	HISPANIC	(Not Hispanic)	TOTAL
(A) CHILDREN ATTENDING A CHILDHOOD PROGRAM	REGULAR EARLY	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	62	35	25	319	2258	2699
CHEDIOOD FROGRAM		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	10	3	3	38	270	324
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	11	15	1	83	442	552
(B) CHILDREN NOT	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS	33	39	24	307	2748	3151
ATTENDING A REGULAR EARLY CHILDHOOD		(B2) SEPARATE SCHOOL	6	7	5	20	167	205
PROGRAM OR KINDERGARTEN		(B3) RESIDENTIAL FACILITY	0	0	0	0	18	18
NOT	NOT ATTENDING A SPECIAL EDUCATION	(B4) HOME	3	1	0	3	13	20
PROGRAM:		(B5) SERVICE PROVIDER LOCATION	1	1	3	43	580	628
(C) TOTAL (OF ROW A1 -B	35)		126	101	61	813	6496	7597

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO.: 1820-0517
FORM EXPIRES: 8/31/2009

2006

STATE: UT - UTAH

PAGE 7 OF 22

SECTION C (CONTINUED)

SECTION C (CONTINUED)										
					RACE/ETHN					
			(PERCENT) ¹							
EDUCATIONAL ENVIRONA	AENIT.		AMERICAN	ASIAN OR						
EDUCATIONAL ENVIRONMENT:		INDIAN OR	OTHER PACIFIC	BLACK		WHITE				
			ALASKA NATIVE	ISLANDER	(Not Hispanic)	HISPANIC	(Not Hispanic)	TOTAL		
			(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)		
(A) CHILDREN ATTENDING	A REGIII AR EARLY	(A1) IN THE REGULAR EARLY	(I EROEITI)	(I EIGEITI)	(I EIGEITI)	(I ENGENT)	(i EitoEiti)	(I LITOLITI)		
CHILDHOOD PROGRAM	JA NEGOLAN LANET	CHILDHOOD PROGRAM AT								
o20.1000 . 1100		LEAST 80% OF TIME	2%	1%	1%	12%	84%	100%		
		(A2) IN THE REGULAR EARLY								
		CHILDHOOD PROGRAM 40% TO	201	40/	40/	100/	2004	1000/		
		79% OF TIME (A3) IN THE REGULAR EARLY	3%	1%	1%	12%	83%	100%		
		CHILDHOOD PROGRAM LESS								
		THAN 40% OF TIME	2%	3%	0%	15%	80%	100%		
(B) CHILDREN NOT	ATTENDING A SPECIAL		270		070					
ATTENDING A REGULAR	EDUCATION PROGRAM:	(B1) SEPARATE CLASS	1%	1%	1%	10%	87%	100%		
EARLY CHILDHOOD PROGRAM OR		(B2) SEPARATE SCHOOL	3%	3%	2%	10%	81%	100%		
KINDERGARTEN										
TUIT DE ITO A ITTE ET		(B3) RESIDENTIAL FACILITY	0%	0%	0%	0%	100%	100%		
NOT ATTENDING A SPECIAL EDUCATION PROGRAM:		(B4) HOME	15%	5%	0%	15%	65%	100%		
		(B5) SERVICE PROVIDER LOCATION	0%	0%	0%	7%	92%	100%		
(C) TOTAL (OF ROW A1 -B5)										
. ,	•		2%	1%	1%	11%	86%	100%		

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 3 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OMB NO.: 1820-0517

PAGE 8 OF 22

FORM EXPIRES: 8/31/2009

IMPLEMENTATION OF FAPE REQUIREMENTS
2006

STATE: UT - UTAH

SECTION D: GENDER OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

				GENDER	
EDUCATIONAL ENVIRONMENT:			MALE	FEMALE	TOTAL
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	1785	914	2699
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	245	79	324
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	403	149	552
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	2199	952	3151
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	131	74	205
		(B3) RESIDENTIAL FACILITY	14	4	18
	NOT ATTENDING A SPECIAL EDUCATION	(B4) HOME	11	9	20
PROGRAM:		(B5) SERVICE PROVIDER LOCATION	415	213	628
(C) TOTAL (OF ROW A1 -B5)			5203	2394	7597

TABLE 3

OMB NO.: 1820-0517 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS FORM EXPIRES: 8/31/2009

2006

STATE: UT - UTAH

PAGE 9 OF 22

SECTION D (CONTINUED)

				GENDER (PERCENT) ¹	
			MALE	FEMALE	TOTAL
EDUCATIONAL ENVIRONMENT:		(PERCENT)	(PERCENT)	(PERCENT)	
(A) CHILDREN ATTENDING A REGULAR I PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	66%	34%	100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	76%	24%	100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	73%	27%	100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS	70%	30%	100%
PROGRAM OR KINDERGARTEN		(B2) SEPARATE SCHOOL	64%	36%	100%
		(B3) RESIDENTIAL FACILITY	78%	22%	100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME	55%	45%	100%
		(B5) SERVICE PROVIDER LOCATION	66%	34%	100%
(C) TOTAL (OF ROW A1 -B5)			68%	32%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 3 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OMB NO.: 1820-0517

FORM EXPIRES: 8/31/2009

PAGE 10 OF 22

IMPLEMENTATION OF FAPE REQUIREMENTS
2006

STATE: UT - UTAH

SECTION E: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

	LIMITED	ENGLISH PROFICIEN	CY STATUS		
EDUCATIONAL ENVIRONMENT:	YES	NO	TOTAL		
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	109	2590	2699
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	8	316	324
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	25	527	552
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	3	3148	3151
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	1	204	205
		(B3) RESIDENTIAL FACILITY	0	18	18
	NOT ATTENDING A SPECIAL EDUCATION	(B4) HOME	0	20	20
PROGRAM:		(B5) SERVICE PROVIDER LOCATION	0	628	628
(C) TOTAL (OF ROW A1 -B5)			146	7451	7597

TABLE 3 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

FORM EXPIRES: 8/31/2009

OMB NO.: 1820-0517

PAGE 11 OF 22

2006

STATE: UT - UTAH

SECTION E (CONTINUED)

			LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
			YES	NO	TOTAL
EDUCATIONAL ENVIRONMENT:	EDUCATIONAL ENVIRONMENT:			(PERCENT)	(PERCENT)
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	4%	96%	100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	2%	98%	100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	5%	95%	100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	0%	100%	100%
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	0%	100%	100%
		(B3) RESIDENTIAL FACILITY	0%	100%	100%
	NOT ATTENDING A SPECIAL EDUCATION	(B4) HOME	0%	100%	100%
	PROGRAM:		0%	100%	100%
(C) TOTAL (OF ROW A1 -B5)			2%	98%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

OMB NO.: 1820-0517

PAGE 12 OF 22

FORM EXPIRES: 8/31/2009

2006

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

STATE: UT - UTAH

SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 6 -21 BY DISABILITY

	TAND AGE GATEGORY OF GHILDREN WITH DISABilities AGES 0-21 BT DISABiliti							
	INSIDE THE REG	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY			
DISABILITY	(1)	(2)	(3)	(4)	(5)	(6)		
	6-11	12-17	18-21	6-11	12-17	18-21		
MENTAL RETARDATION	121	88	72	217	397	55		
HEARING IMPAIRMENTS	102	82	12	33	42	4		
SPEECH OR LANGUAGE IMPAIRMENTS	8565	693	12	464	333	12		
VISUAL IMPAIRMENTS	61	53	5	13	21	1		
EMOTIONAL DISTURBANCE	421	453	27	162	478	28		
ORTHOPEDIC IMPAIRMENTS	57	18	3	23	28	5		
OTHER HEALTH IMPAIRMENTS	687	619	60	385	846	34		
SPECIFIC LEARNING DISABILITIES	7009	6038	396	3825	7186	349		
DEAF-BLINDNESS	2	3	0	0	3	4		
MULTIPLE DISABILITIES	46	29	11	44	44	18		
AUTISM	308	183	20	168	197	8		
TRAUMATIC BRAIN INJURY	30	54	8	23	71	8		
DEVELOPMENTAL DELAY ¹	747			346				
TOTAL:	18156	8313	626	5703	9646	526		

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

PAGE 13 OF 22

OMB NO.: 1820-0517

FORM EXPIRES: 8/31/2009

STATE: UT - UTAH

SECTION F (CONTINUED)

	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF DAY			(D) SEPARATE SCHOOL		
DISABILITY	(7)	(8)	(9)	(10)	(11)	(12)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	645	894	202	22	36	268
HEARING IMPAIRMENTS	93	94	14	30	16	6
SPEECH OR LANGUAGE IMPAIRMENTS	499	119	7	27	7	5
VISUAL IMPAIRMENTS	27	17	2	10	4	2
EMOTIONAL DISTURBANCE	279	448	18	21	63	20
ORTHOPEDIC IMPAIRMENTS	18	19	1	0	0	4
OTHER HEALTH IMPAIRMENTS	263	317	26	12	28	26
SPECIFIC LEARNING DISABILITIES	697	1535	91	34	99	80
DEAF-BLINDNESS	6	12	0	6	3	5
MULTIPLE DISABILITIES	306	273	99	181	214	202
AUTISM	545	389	22	29	39	42
TRAUMATIC BRAIN INJURY	23	64	4	0	3	8
DEVELOPMENTAL DELAY ¹	391			21		
TOTAL:	3792	4181	486	393	512	668

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

OMB NO.: 1820-0517 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS FORM EXPIRES: 8/31/2009

2006

STATE: UT - UTAH

PAGE 14 OF 22

SECTION F (CONTINUED)

[
	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
DISABILITY	(13)	(14)	(15)	(16)	(17)	(18)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	1	12	0	2	4	4
HEARING IMPAIRMENTS	0	0	0	0	2	0
SPEECH OR LANGUAGE IMPAIRMENTS	22	4	0	1	1	0
VISUAL IMPAIRMENTS	0	0	0	1	0	0
EMOTIONAL DISTURBANCE	0	5	0	31	24	1
ORTHOPEDIC IMPAIRMENTS	0	0	0	4	2	0
OTHER HEALTH IMPAIRMENTS	0	7	0	5	16	2
SPECIFIC LEARNING DISABILITIES	16	59	0	2	32	7
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	10	6	9
AUTISM	0	5	0	1	2	0
TRAUMATIC BRAIN INJURY	0	1	0	1	3	1
DEVELOPMENTAL DELAY ¹	0			1		
TOTAL:	39	93	0	59	92	24

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

FORM EXPIRES: 8/31/2009

PAGE 15 OF 22

OMB NO.: 1820-0517

2006

STATE: UT - UTAH

SECTION F (CONTINUED)

	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
DISABILITY	(19)	(20)	(21)	(22)	(23)	(24)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	1	6	0	0	0	0
HEARING IMPAIRMENTS	0	0	0	1	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	8	3	0	17	2	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	57	9	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	7	1	0	0	0
SPECIFIC LEARNING DISABILITIES	11	54	79	0	2	0
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	1	0	0	0	0
AUTISM	0	1	0	0	0	0
TRAUMATIC BRAIN INJURY	0	0	0	0	0	0
DEVELOPMENTAL DELAY ¹	0			0		
TOTAL:	20	129	89	18	4	0

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

FORM EXPIRES: 8/31/2009

OMB NO.: 1820-0517

PAGE 16 OF 22

STATE: UT - UTAH

SECTION F (CONTINUED)

SECTION F (CONTINUED)				EDUCATIONAL ENV	/IDONINAENIT			
		EDUCATIONAL ENVIRONMENT (PERCENT) ¹						
	(A) INSIDE THE REGULAR	(B) INSIDE THE REGULAR	(C) INSIDE THE REGULAR CLASS LESS	(D)	(E)	(F)	(G)	(H) PARENTALLY PLACED IN
	CLASS 80% OR	CLASS 40-79%	THAN 40% OF	SEPARATE	RESIDENTIAL	HOMEBOUND/	CORRECTIONAL	PRIVATE
DISABILITY	MORE OF DAY	OF DAY	DAY	SCHOOL	FACILITY	HOSPITAL	FACILITY	SCHOOLS
	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
MENTAL RETARDATION	1%	4%	21%	21%	10%	6%	3%	0%
HEARING IMPAIRMENTS	1%	0%	2%	3%	0%	1%	0%	5%
SPEECH OR LANGUAGE IMPAIRMENTS	34%	5%	7%	2%	20%	1%	5%	86%
VISUAL IMPAIRMENTS	0%	0%	1%	1%	0%	1%	0%	0%
EMOTIONAL DISTURBANCE	3%	4%	9%	7%	4%	32%	28%	0%
ORTHOPEDIC IMPAIRMENTS	0%	0%	0%	0%	0%	3%	0%	0%
OTHER HEALTH IMPAIRMENTS	5%	8%	7%	4%	5%	13%	3%	0%
SPECIFIC LEARNING DISABILITIES	50%	72%	27%	14%	57%	23%	61%	9%
DEAF-BLINDNESS	0%	0%	0%	1%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	8%	38%	0%	14%	0%	0%
AUTISM	2%	2%	11%	7%	4%	2%	0%	0%
TRAUMATIC BRAIN INJURY	0%	1%	1%	1%	1%	3%	0%	0%
DEVELOPMENTAL DELAY ²	3%	2%	5%	1%	0%	1%	0%	0%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS FOR

FORM EXPIRES: 8/31/2009

OMB NO.: 1820-0517

PAGE 17 OF 22

2006

STATE: UT - UTAH

SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

		RACE/ETHNICITY					
EDUCATIONAL ENVIRONMENT	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	567	538	440	3406	22144	27095	
(B) INSIDE REGULAR CLASS 40-79% OF DAY	477	281	322	2683	12112	15875	
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	197	148	215	1301	6598	8459	
(D) SEPARATE SCHOOL	25	33	31	164	1320	1573	
(E) RESIDENTIAL FACILITY	2	0	3	9	118	132	
(F) HOMEBOUND/HOSPITAL	10	4	6	17	138	175	
(G) CORRECTIONAL FACILITIES	1	8	12	70	147	238	
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	0	1	0	2	19	22	
(I) TOTAL(OF ROW A-H)	1279	1013	1029	7652	42596	53569	

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

PAGE 18 OF 22

OMB NO.: 1820-0517

FORM EXPIRES: 8/31/2009

STATE: UT - UTAH

SECTION G (CONTINUED)

		RACE/ETHNICITY (PERCENT) ¹					
EDUCATIONAL ENVIRONMENT:	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR OTHER PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	TOTAL (PERCENT)	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	2%	2%	2%	13%	82%	100%	
(B) INSIDE REGULAR CLASS 40-79% OF DAY	3%	2%	2%	17%	76%	100%	
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	2%	2%	3%	15%	78%	100%	
(D) SEPARATE SCHOOL	2%	2%	2%	10%	84%	100%	
(E) RESIDENTIAL FACILITY	2%	0%	2%	7%	89%	100%	
(F) HOMEBOUND/HOSPITAL	6%	2%	3%	10%	79%	100%	
(G) CORRECTIONAL FACILITIES (H) PARENTALLY PLACED IN PRIVATE	0%	3%	5%	29%	62%	100%	
SCHOOLS	0%	5%	0%	9%	86%	100%	
(I) TOTAL(OF ROW A-H)	2%	2%	2%	14%	80%	100%	

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 3 PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OMB NO.: 1820-0517

PAGE 19 OF 22

FORM EXPIRES: 8/31/2009

IMPLEMENTATION OF FAPE REQUIREMENTS 2006

STATE: UT - UTAH

SECTION H: GENDER OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

	GENDER				
EDUCATIONAL ENVIRONMENT:	MALE	FEMALE	TOTAL		
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	17554	9541	27095		
(B) INSIDE REGULAR CLASS 40-79% OF DAY	10200	5675	15875		
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	5721	2738	8459		
(D) SEPARATE SCHOOL	1008	565	1573		
(E) RESIDENTIAL FACILITY	84	48	132		
(F) HOMEBOUND/HOSPITAL	105	70	175		
(G) CORRECTIONAL FACILITIES	184	54	238		
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	13	9	22		
(I) TOTAL(OF ROW A-H)	34869	18700	53569		

TABLE 3

OMB NO.: 1820-0517 FORM EXPIRES: 8/31/2009

PAGE 20 OF 22

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2006

STATE: UT - UTAH

SECTION H (CONTINUED)

	GENDER (PERCENT) ¹		
EDUCATIONAL ENVIRONMENT:	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	65%	35%	100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY	64%	36%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	68%	32%	100%
(D) SEPARATE SCHOOL	64%	36%	100%
(E) RESIDENTIAL FACILITY	64%	36%	100%
(F) HOMEBOUND/HOSPITAL	60%	40%	100%
(G) CORRECTIONAL FACILITIES	77%	23%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	59%	41%	100%
(I) TOTAL(OF ROW A-H)	65%	35%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 3 PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OMB NO.: 1820-0517

PAGE 21 OF 22

FORM EXPIRES: 8/31/2009

IMPLEMENTATION OF FAPE REQUIREMENTS 2006

STATE: UT - UTAH

SECTION I: LIMITED ENGLISHPROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

	LIMITED ENGLISH PROFICIENCY STATUS				
EDUCATIONAL ENVIRONMENT:	YES	NO	TOTAL		
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	2457	24638	27095		
(B) INSIDE REGULAR CLASS 40-79% OF DAY	1875	14000	15875		
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	673	7786	8459		
(D) SEPARATE SCHOOL	45	1528	1573		
(E) RESIDENTIAL FACILITY	2	130	132		
(F) HOMEBOUND/HOSPITAL	2	173	175		
(G) CORRECTIONAL FACILITIES	14	224	238		
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	0	22	22		
(I) TOTAL(OF ROW A-H)	5068	48501	53569		

TABLE 3 PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OMB NO.: 1820-0517

PAGE 22 OF 22

FORM EXPIRES: 8/31/2009

IMPLEMENTATION OF FAPE REQUIREMENTS FO

2006

STATE: UT - UTAH

SECTION I (CONTINUED)

	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
	YES	NO	TOTAL
EDUCATIONAL ENVIRONMENT:	(PERCENT)	(PERCENT)	(PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	9%	91%	100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY	12%	88%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	8%	92%	100%
(D) SEPARATE SCHOOL	3%	97%	100%
(E) RESIDENTIAL FACILITY	2%	98%	100%
(F) HOMEBOUND/HOSPITAL	1%	99%	100%
(G) CORRECTIONAL FACILITIES	6%	94%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	0%	100%	100%
(I) TOTAL(OF ROW A-H)	9%	91%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

COMMENTS

TABLE 3

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENT

2006

	STATE: UT - UTAH
COMMENTS	
OGIMINETATO	